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# A GUIDE TO TERMINOLOGY FOR POST-SECONDARY EDUCATION

Ministry of Continuing Education and Job Training

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# A GUIDE TO TERMINOLOGY FOR POST-SECONDARY EDUCATION

Researched and Edited
by
Sandy McGechaen
and
Heather Persons

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**For further information contact:**

Curriculum Development
Colleges and Institutes Division
Ministry of Continuing Education and Job Training
818 Broughton Street
Victoria, B.C. V8V 1X4

Telephone: (604) 387-6177

**Copies of this publication can be ordered from:**

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# INTRODUCTION

Many educators who develop and offer training programs in adult or vocational education have faced the criticism that the profession is full of jargon. Usually the criticism is levelled by those who see the use of special terminology as an obstacle to understanding what education is all about. The goal of this publication is to help "de-mystify" the profession by attempting to define, or at least describe, the meaning of some of the terms that are used.

Every profession uses jargon. Besides helping to foster a sense of community through the use of a common language, good jargon is a form of conceptual shorthand which allows professionals to communicate efficiently. Instead of issuing an order to "maintain a discrete distance behind that yellow, four wheeled, motorized conveyance for hire" it is obviously much simpler to say — "follow that cab".

The problem with some jargon is that it is created for frivolous reasons, either to "re-package" an old idea or to make a weak concept at least sound impressive. Occasionally terms are coined which promote, rather than reduce, ambiguity. For example, the acronym "CPR" can present a dilemma: is it being used to describe a new medical treatment or an old railroad?

Specialized language is only useful to a profession if there is an element of common ground where everyone understands the meaning and use of the terms. Ambiguous, ill-defined or unnecessary jargon is not only frustrating, it can also cause serious misunderstandings.

There are three basic types of educators working within the post-secondary system in British Columbia. There are instructors (or teachers) who deliver education. There are program developers (or curriculum specialists) who design (or prescribe) the content and process of education. Finally, there are administrators who organize and manage the educational machine. Given this mix of educators, it is not surprising that one of the major problems facing the profession is faulty communication. Each level of education tends to generate a common language which may be decipherable only to those within that specialty. When communication between the levels becomes isolated, quality of performance suffers.

An important link between the levels are program developers. Many are experienced instructors who spend all or part of their time designing and implementing training programs. Program developers work in both the public and private sectors and their own formal training in instructional design ranges from grassroots personal experience to post-graduate degrees in education. Since program developers do not share a common background but do the same kind of work, there is a critical need for a publication which attempts to establish a broad common working language. The majority of terms in this publication reflect the elements of competency-based vocational education because that is the type of program in which most developers are engaged. Other terms are drawn from post-secondary and adult education because these two disciplines represent the "market" for competency-based programs.

The publication is an extensive list of terms which is deliberately incomplete. Included are mostly those terms judged to be useful for program developers. However, the evolution of the project has revealed that instructors and administrators will also benefit from the material and some additional terms have been added.

The procedure to select, organize and validate the terms involved three stages. The first was a thorough search of literature in adult education, vocational education and training. Textbooks, monographs and research articles were examined to see how the academics developed jargon. Journal articles, trade publications and other secondary material were reviewed to see how the field interpreted and used these terms. Surprisingly, an original assumption that jargon emanates from the discipline and is used, or abused, by the field was wrong. Many terms were coined by practitioners.

The search also destroyed another myth — that scholars know how to use terminology while practitioners do not. It appears that neither group is consistent. Quite often two or more definitions for the same term were uncovered. Sometimes more than one term shared a common root definition. For example, the similarity in definitions for a goal, an outcome, a competency, and a terminal objective was quite extraordinary.

Another intriguing phenomenon appeared which can best be described as the "branching syndrome". Here, one term is modified many times to create a number of new terms. The best example can be found with the term "objective" which includes modified forms like instructional objective, performance objective, affective objective, cognitive objective, shorthand objective, subordinate objective, enabling objective, and terminal objective. They all appear to mean the same thing. Of course they do not and the adjectives were added by their creators to imply subtle distinctions. However, since new terms were not developed to distinguish between different levels of training outcomes, ambiguities now exist which totally obscure the subtle distinctions. Therefore, a major goal for this project was to collect terms and definitions, ambiguities and all, so program developers could be prepared with a thorough reference guide when they encountered jargon from any source.

The result of the research phase was a collection of over 300 terms, many with more than one definition. In addition, some of the so-called definitions were, in fact, not definitions at all, but descriptions or metaphors for what the concept ought to mean. A few words were so poorly defined that they were purged immediately from the list. For example, the

definition of adult education as "the process of educating adults" was filed under "s" for superficial and self-evident.

From the original list of 300, a working draft of about 270 items was chosen for the second phase of the project. The material was presented to a group of judges, selected to represent academics and practitioners. The judges were asked to rate the definitions according to their own understanding and use of the terms. The purpose was to identify the degree of consensus which exists (or doesn't exist) within the profession. After all, for technical terms to be valid they should be commonly accepted and understood.

The validation process netted some interesting, if at times, unusual results. In cases where multiple definitions existed for a single word, the opinions of the judges were used to rank order the statements. Although the strategy might raise eyebrows among some lexicographers, it was based on the principle that the meaning of a word is determined by the degree of common understanding that exists.

The result of everyone's effort is a product which is useful but, perhaps, difficult to describe. It is too large to be a glossary and, in any case, seeks to describe a range of terms not restricted to one discipline or a single publication. It resembles a lexicon to the extent that it covers a special vocabulary, although it also contains elements of a taxonomy because many words describe principles or concepts in education. By recognising a variety of definitions for some terms and listing the synonymous statements in order of acceptability to the field, the publication also satisfies certain elements of a thesaurus. In fact, one of its strengths is that it reveals the ambiguities and duplication of terminology which may lead to more care being taken in the future.

Together the terms and their definitions function as a reasonably complete reference guide to help educators recognise and understand educational jargon. The publication also serves as a useful source for some major concepts in the discipline. Consistency cannot be legislated, but the guide may encourage educators to use terminology more accurately in their own work. At the very least it may help all of us recognise that when we call a spade, "a spade", it may mean more than just "a heavy flat-bladed, long handled tool used for digging".

# HOW TO USE THE MATERIAL

The whole reason for creating this publication was to encourage educators to use it as a source of information. As a result the material has been structured in a way which makes it as flexible as possible.

The terms are listed in straight alphabetical order like a dictionary. You would obviously use this approach if you have the word, but do not know the definition.

Each definition is referenced to its source by a number and the list of sources appears at the back of the publication. The sources may be useful if you wish to read more about the material. Be cautioned, however, that some of the original sources are out of print and may not be readily available. In addition, some of the definitions have been edited to improve readability or style.

In cases where more than one definition exists for a specific term, the first statement represents the "best" definition according to a panel of judges who reviewed the material. The other definitions are included because one of them may represent what you currently believe to be the meaning of the term. If so, you may be interested in adopting the "best" definition because it represents a general consensus in the field.

Certain terms which are synonymous or relate closely to other terms are cross-referenced in the text. For example, the terms goal, objective, and learning task are similar in some respects to the terms competency, capacity and capability. In turn, both sets relate to terminal objective, performance objective and enabling objective. These types of similarities only confirm that education is not a perfect discipline.

Another way to reference the material is through the Subject Index which groups terms according to certain processes in education. The categories include Counselling, Evaluation, Instruction, Instructional Design, Instructional Resources, Instructional Techniques, Learning Theory, and Program Planning. The Subject Index is useful if you know one term, but need to find others related to it.

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# TERMS

**ACTIVITY LEARNING**
Essentially concerned with actively involving the trainee in the learning process during "practice" sessions. In more conventional methods the trainee has to practice operations that have already been explained to him. Part of the activity in activity learning is for the trainee to find out for himself how the task is actually done. This is why he is given progressively more difficult tasks. (32)

**ADULT**
Normally one who has completed formal schooling or interrupted it at some stage in the normal progression through the school system. In most cases, therefore, adults will be over eighteen years of age and will have assumed responsibility for themselves. (7)

**ADULT BASIC EDUCATION**
Education aimed at the acquisition of primary knowledge and skills necessary to life in society. (34)

**ADULT DEVELOPMENT**
Sequence of continuous change and growth through the various stages of adulthood. (34)

**ADULT EDUCATION**
Any planned and organized activity provided by an institution or other social instrumentality that is intended specifically to assist an adult to learn and which is under the immediate and continuing supervision of an instructional agent who manages the conditions of learning objective. (7)

**ADULT EDUCATOR**
One who educates or organizes the education of adults; a person engaged in the study of adult education. (34)

**ADULT LEARNING**
The acquiring of new knowledge and skills, the development of new attitudes by persons who have reached mature intellectual, physical and social development; the processes by which adults acquire new knowledge and skills, develop new attitudes and the factors — intellectual, biological and social — which influence these processes, with particular reference to those factors which differ from the factors influencing the learning of children. (34)

**ADVANCE ORGANIZER**
A general and inclusive statement which sets the stage for learning more specific and detailed information. (13)

**ADVISORY COMMITTEE**
A group of persons selected to offer advice and counsel regarding programs to an educational institution. (32)

**AFFECTIVE**
Having to do with a person's feeling or attitudes. (25)

**AFFECTIVE LEARNING**
That learning a person acquires within his or her emotional makeup. It focusses directly on feelings and their development within an individual human being. (29)

**ANALYSIS**
The breakdown of skills or knowledge into consituent elements or parts such that the relative hierarchy is made clear and/or relationships are made explicit. (1)

*See also* TASK ANALYSIS, TASK LISTING, COMPETENCY ANALYSIS PROFILE and DACUM CHART

**ANDRAGOGY**
The art and science of helping adults to learn; the study of adult education theory, processes and technology. (34)

**APPLICATION**
The use of rules and principles to solve problems presented in situations which are new or unfamilar to the student. (1)

**APPRENTICE**
A person who enters into a contractual agreement with an employer to learn a trade requiring a specific length of employment and which provides a program of practical experience and related technical instruction. Legislation frequently sets a minimum age limit for entry, sixteen years of age being the most common. (32)

**APPRENTICESHIP**
(a) A training method in which a relationship is established whereby the learner acquires knowledge and skills through direct participation in learning under immediate personal supervision in a situation that approximates to the conditions under which the knowledge and skills will be used; a practice in which a person learns a skilled or semi-skilled occupation requiring two or more years of supervised work experience on the job, supplemented by related classroom instruction. (34)

(b) A systematic program of on-the-job and related classroom training designed to ppoduce a fully qualified journeyman tradesman. An employer undertakes by contract to employ and personally train an apprentice or ensures that he is trained under the supervision of a qualified and competent journeyman. (32)

(c) An individual method employed when the nature of the learning task is such that skills and knowledge can be acquired best through practice under instructional supervision. These methods are used extensively in vocational areas and in certain professions. (37)

(d) In this method a relationship is established so that an individual acquires knowledge and skills through direct participation in a situation similar to that in which such integrated behaviour ultimately will apply. (36)

**APPRENTICESHIP TRAINING**

(a) An organized system for providing people with the manipulative skills and technical or theoretical knowledge needed for competent performance in skilled occupations. The program usually involves cooperation among school, labour, management and government, since apprentices learn the skills of the tradesman through on-the-job work experiences and the related information in the classroom. The minimum terms and conditions of apprenticeship are regulated by statutes or agreements. (32)

(b) A form of organized training leading to journeyman status, which involves a written or verbal contractual agreement between employee and employer, through which the employee follows an organized schedule of on-the-job experience and technical and related instruction in a skilled occupation. (32)

*See also* PRE-APPRENTICESHIP TRAINING

**APPROACH BEHAVIOUR**

Observable action (behaviour) that signifies a favorable feeling or desire for an object, event, or activity. A behaviour that brings one closer to, or in more frequent contact with, an object, event or activity. Opposite of avoidance behaviour. (38)

**APTITUDE TESTS**

Tests designed to identify aptitudes for guidance purposes rather than to measure achievement. (34)

**AREAS OF COMPETENCE**

Groupings of skills into categories. (4)

**ASSEMBLY**

A specifically structured situation for learning involving, generally a fairly large number of people for a single independent or series of independent or sequentially ordered events in which there is limited participation and the major control of the learning situation is held by the agent. (24)

**ATTEND**

(a) To differentiate aspects of a given stimulus from adjacent impressions. To selectively act upon stimulation from the environment in such a way that certain features are perceived. (1)

(b) To pay attention; the first stage in the learning process. (22)

**ATTITUDE**

(a) A learned tendency that influences the choice of personal action towards things, events or persons. This tendency is composed of knowledge and feelings of like or dislike which combine to produce the readiness to move forward or away from some object. (22)

(b) Learned disposition that influences the choice of personal action toward classes of things, events or persons. (12)

(c) The perspective a person has on particular events, actions, proposal or statements. One's attitude governs to quite an extent one's tendency to do or not do particular activities. Because it is fairly deep-seated it is not subject to easy change. (29)

**AUDIENCE REACTION TEAM**

A reaction panel of resource persons or representatives of a group who discuss a presentation. The goal is to stimulate dialogue between the speaker and the reaction panel for the purpose of gaining information and clarifying issues. (7)

**AUDIO-TAPE**

Magnetic recording tape which records sound. (25)

**AUDIO TUTORIAL**

Students work individually at their own pace using units of study programmed on audio-tape. The taped instructions may direct him to listen and take notes on a brief lecture, prepare and carry out experiments, observe and examine specimens or engage in other learning activities. Instructors are left free for individual and group tutorials. (24)

**AUDIO-VISUAL**

*See* INSTRUCTIONAL MEDIA

**AVOIDANCE BEHAVIOUR**

Behaviour that signifies an unfavorable feeling or desire for an object, event, or activity. A behaviour that takes one further from, or in less frequent contact with, an object, event, or activity. Opposite of approach behaviour. (38)

**BEHAVIOUR**

An action or way of acting that may be observed in a particular individual or group of people. Observable (visable, audible) actions. (29)

**BEHAVIOURISM**

Behaviourists concern themselves with the observables of behaviour, namely stimulus and responses. Strict behaviouristic doctrine avoids any speculation about what is going on in the brain. (8)

**BEHAVIOUR MODIFICATION**

Methods of influencing behaviour, mainly through application of reinforcement and modeling principles. (29)

**BELL CURVE**

Refers to the bell-shaped curve that represents a normal distribution pattern on a statistical graph. In education it is used to impose a normal distribution on marks received by learners taking tests. (29)

*See also* NORMATIVE EVALUATION

**BRAINSTORMING**

(a) Technique designed to increase creativity and identical fluency in group problem solving by unstructured discussion. Participants are encouraged to contribute relevant ideas freely without critical examination, which comes at a later stage. By this method the choice of solutions is maximized. (34)

(b) A teaching technique in which members of a group supply solutions to a problem rapidly without comment or criticism so as not to limit creative output. After the list is

completed or the time allotted is up, the suggested solutions are evaluated by the group. (24)

(c) A method of small group discussion with about six to ten members under the leadership of a chairman, which aims at the creative solution of organizational problems through the use of open ended questions. Generally, it proves successful, since the members are usually selected on the basis of education and/or experience of wide range; placed in permissive environment that not only encourages and stimulates, but also depends on quick, spontaneous and imaginative participation; and not criticized or otherwise limited in their expression or contributions. (32)

**BUZZ GROUP**

(a) A group is divided into sub-groups of three to six persons for a brief period of time to discuss an assigned topic or to solve a problem. A representative is sometimes selected from each sub-group to report its findings to the entire group. (24)

(b) The division of a learning group into small units for a relatively short time to undertake a specific task relevant to the subject being studied by the group. (34)

**CAPABILITY**

Single discrete skills which represent the level of instructional outcome at which teaching actually occurs. It is at this level where instructional techniques and resources are selected. (21)

*See also* LEARNING TASK and OBJECTIVE, ENABLING

**CAPACITY**

Capacities are mid-range skills that represent key checkpoints in the instructional sequence for formal communication and assessment. They are the basis for modules and identify skills at the objective level. (21)

*See also* OBJECTIVE, INSTRUCTIONAL and OBJECTIVE, PERFORMANCE

**CAREER EDUCATION**

Education designed to promote the individual's career and life development. It is not limited to specifically vocational knowledge and skills, but may include a wide range of studies. (34)

**CASE STUDY**

(a) Presentation of written or taped material which describes an event or situation to be analysed for the purpose of solving problems, presenting issues or interpreting behaviour. (*)

(b) Information regarding a real life situation is presented to group members who anaylse all the aspects of the problem and offer a solution. (24)

(c) The use by learners of a description of an event, incident or situation as resource material to aid the process of analysing and discussing theories, concepts and real-life phenomena. (34)

**CHAIN REACTION FORUM**

A large group is divided into sub-groups which are assigned different aspects of a controversial topic. Each group appoints a quizzer, a heckler and a summarizer. The quizzers and hecklers whose role is to encourage the formulation of questions for the panel present these. At the conclusion of the session, the summarizers give a brief summary of the findings of their group. (24)

**CHANGE AGENT**

An individual or group attempting to bring about change, giving aid to those attempting to accomplish change, or helping others to cope with change or conflict. (34)

**CLASS**

(a) A sequence of learning experiences arranged in a systematic order of predetermined duration generally structured around a limited segment of knowledge in which the agent is charged specifically with the general direction, organization and control of the learning experience. (37)

(b) Any group of learners brought together to achieve specific learning objectives within the framework of a training or education program. (29)

**CLIMATE FOR LEARNING**

The total environment in which the learning takes place which includes for example, the attitudes of instructors and learners, the kind of room, learning aids and other facilities, and the mental and physical health of the learners. (32)

**CODING**

Transformation of a perceived entity into a form which is more readily storable. (13)

**COGNITIVISM**

A learning theory which deals with man as a rule forming being. (10)

**COGNITIVE STRATEGY**

(a) A way of solving a problem of a type which the learner has never Dencountered before. It requires the learner to combine a variety of intellectual skills he already possesses into an arrangement which enables him to reach out of the context of his habitual problem solving approaches to capture a new pattern of intellectual skills which the problem demands. (22)

(b) Internally organized capability which the learner makes use of in guiding his own attending, learning, remembering and thinking. (13)

**COLLOQUIUM**

A group consisting of members of equal status meet to plan and evaluate projects. (24)

**COLLOQUY**

(a) Modified version of the panel using three or four resource persons and three or four trainees. The trainees express opinions, raise issues and ask questions to be dealt with by the resource persons. (32)

(b) Three or four persons selected from a group present various aspects of a problem to three or four resource persons who then respond to those aspects. (24)

**COMMITTEE**

A small number of persons are appointed or elected to perform a task which cannot be done effectively by one person. Members, and in particular the chairman, are bound by responsibility to study a problem and report on their deliberations and any recommendations they wish to make to the parent body. A committee can be used to plan programs, evaluate programs, act as an advisory body, study a problem and report findings, promote or publicize a program, make local arrangements for a program, decide on action, or take action if authorized to do so. (24)

**COMMUNICATION**

The process by which the recipient of an act or message, whether sent deliberately or not, derives meaning which in some way affects his or her subsequent internal or external behaviour. (35)

**COMMUNITY COLLEGE**

A post-secondary educational insitution, set up to meet the needs of a particular community and offering two-year training programs either terminal or preparatory, related to professional, technical or liberal arts fields. (29)

**COMMUNITY EDUCATION**

The principle that all education should be designed to meet the interests of the community and be directed to improving its quality of life; the realization of this principle in practice. (32)

**COMMUNITY METHOD**

The community provides a setting in which the common problems encountered in living become the basis for the educational activity. In this alliance study and action are virtually indistinguishable. (37)

**COMPETENCE**

Achievement of the knowledge, skills, and attitudes required by a worker in order to perform a given occupational task. (28)

**COMPETENCY**

(a) Global skills condensed into a general statement to make it easier to communicate the intent of a program. Statements on a skill profile are competencies. (21)

(b) A description of the ability one possesses when they are able to perform a given occupational task effectively and efficiently. (28)

*See also* GOAL, OUTCOME and OBJECTIVE, TERMINAL; *see examples* DACUM CHART, COMPETENCY ANALYSIS PROFILE and TASK ANALYSIS

**COMPETENCY ANALYSIS PROFILE**

(a) Profile of the job requirements of an occupation consisting of major competency categories each with a number of competency statements. (3)

(b) A graphic portrayal of all the duties and associated task statements important to workers in a given occupation. An occupational profile chart is used by many institutions to record competency attainment and to help assess student needs. (28)

**COMPETENCY-BASED EDUCATION**

(a) Education deriving from the specification, learning and demonstration of the knowledge, skills, behaviour and attitudes required for a given job. (34)

(b) Instructional programs that derive their content from the tasks performed in each occupation/job and assess student performance on the basis of preset performance standards. Learning materials used in these programs identify, verify, and publish in advance of instruction the job tasks (competencies) the student is to learn, the criteria by which the student will be evaluated, and the conditions under which the evaluation will occur. Competency-based instruction places emphasis on the ability to do, as well as on learning the how and why. Student performance and knowledge are individually evaluated against the stated criteria, rather than against group norms. (14)

(c) An instructional program for preparing students that adheres to the essential elements and desirable characteristics of competency-based education. Programs of this type are also sometimes called performance-based education. (28)

**COMPETENCY STATEMENTS**

Skills in which an individual must be competent to meet job requirements or to proceed to other more complex skills. (3)

**COMPREHENSION**

A type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications. (1)

**COMPUTER-ASSISTED INSTRUCTION (CAI)**

A teaching and learning method by which a computer or computer terminal, is used to dispense instruction. (34) Other acronyms and related terms include: Computer-Assisted Learning (CAL), Computer-Based Education (CBE), Computer-Aided Learning (CAL), and Computer-Aided Education (CAE).

**CONCURRENT VALIDITY**

A characteristic of evaluation which is demonstrated by evidence that students maintain the same rank order on one test as they have on another which purportedly measures the same capabilities. (1)

**CONSTRAINT**

Restrictions that prevent or limit the application of one or more desired course characteristics. (25)

**CONTENT**

The substance or subject matter of an eductional program as a whole or of any one of its parts. With reference to

technical and vocational education, "content" includes not only the substantive knowledge to be acquired, but also the practical skills. (34)

**CONTENT VALIDITY**
Refers to the correspondence between achievement test items and the instruction for which the test is built. (1)

**CONTINGENCY MANAGEMENT**
Making consequences depend on a specific behaviour. (20)

**CONTINUING EDUCATION**
(a) A comprehensive term referring to all forms and types of education pursued by those who have left formal education at any point and who entered employment and/or assumed adult responsibilities — however these may be defined in a particular society. (34)

(b) Any extension of opportunities for reading, study and training at the higher education level following completion of, or withdrawl from, full-time school or college programs. This service may be provided by special schools, centers, colleges or institutes, or by separate administrative divisions such as university extension. Continuing education usally emphasizes flexible rather than traditional or academic programs. (32)

**CONTINUING PROFESSIONAL EDUCATION**
Learning opportunities designed to keep practitioners up to date with new developments in their field, to provide new skills and to impart an understanding of the societal context in which they work. (34)

**CONVENTION**
A planned event in which people are assembled for a limited time, usually for a common purpose other than learning but is utilized as a learning situation. (36)

**CO-OPERATIVE EDUCATION**
(a) A program for persons who are enrolled in a school and who, through a co-operative arrangement between the school and employers, receive part-time instruction in the school and on-the- job training through part-time employment. It provides for alternation of study in school with a job in industry or business, the two experiences being planned and supervised by school and employer so that each contributes definitively to the student's development in his chosen occupation. (32)

(b) An approach to teaching and learning whereby schools and employers combine their resources so that students receive part of their education in on-the-job assignments. (20)

**CORE SUBJECTS**
Refers to the various elements of the "core curriculum" and especially to the individual subjects of common interest to all students within a diversified education system, regardless of their stream or orientation. (34)

**CORRESPONDENCE STUDY**
(a) Method used in those instances in which an individual is isolated from a learning situation by reasons of time, distance, or other similar factors; systematic study is pursued through a variety of techniques usually centred about those of written communication. (36)

(b) Systematic instruction conducted by mail between the student and teaching agency. It is often combined with some other methods or aids such as seminars, weekend study groups, taped instruction and television and may combine study at work and home study. (32)

(c) Consists of a series of organized lessons or assignments developed sequentially and carried out through an instructor-student relationship that is maintained through the mails. (37)

(d) Education conducted by the postal services without face-to-face contact between teacher and learner. Teaching is done by written or tape recorded material sent to the learner, whose progress is monitored through written or taped exercises sent to the teacher, who corrects them and returns them to the learner with criticism and advice. (34)

**COUNSELLING**
Guidance designed to help individuals to choose and successfully complete programs of education most suited to their talents and interests, taking into account prior educational achievement and any future goals. (34)

*See also* VOCATIONAL COUNSELLING

**COURSE**
(a) A training design incorporating a number of lessons designed to prepare the learner for a new level of capability. (29)

(b) An educational unit within the curriculum dealing systematically with a particular subject or discipline in prescribed ways: lectures, laboratory work, workshops, etc. A series of such courses (e.g. mathematics, physics and electricity) are thus co-ordinated to form the curriculum. (33)

**COURSE DESIGN**
The development of a set of objectives and the selection and organization of instructional material to attain these objectives effectively and efficiently. (32)

**COURSE MAP**
A diagram or flowchart showing the modules or units of a criterion-referenced course and various relationships between them. (33)

**COURSE OUTLINE**
A brief description of the objective, contents and application of a particular course. (29)

**COURSE PROCEDURES**
The written rules by which a course is operated. (33)

**CREDIT SYSTEM**
The system by which educational programs and practical training periods are assigned a specific value. Credits counting towards achievement of the program are obtained upon successful completion of each course or training period, compulsory or optional. When credit equivalent to

the total value assigned to the program is obtained, recognition is awarded in the form of a certificate, degree or diploma. (34)

**CRITERION**
A description of the degree of acceptable, expected, or desirable performance. (33)

**CRITERION BEHAVIOUR**
A detailed specification of what the student is expected to be able to do at the end of a course or program. It should specify the questions he should be able to answer; the tasks, procedures, techniques and skills that he is expected to be able to perform, and to what level they are to be executed; what discriminations it is reasonable to expect the student to make and in what terms these discriminations can be expressed; to what total changes in behaviour are to be expected and in what form they can be observed and their intensity measured. The term may also be applied to other training methods. (32)

**CRITERION-REFERENCED INSTRUCTION**
(a) A way of organizing and managing instruction in which prespecified performance criteria are achieved by each qualified learner (i.e., instructing until the student learns rather than until the bell rings). (33)

(b) The process of assisting individuals to make choices concerning their education and employment, based on a thorough assessment of their interests, talents, abilities and achievement, full information as to the probable consequences of choosing a particular educational direction or occupational field, and realistic information as to opportunites available. (34)

*Synonym for* MASTERY LEARNING

**CRITERION-REFERENCED EVALUATION**
A approach to evaluation which consideres performance in relation to a criterion or standard. (25)

**CRITERION TEST**
(a) A test in written or practical form, designed to measure terminal behaviour and thereby discover to what degree the student/trainee demonstrates the criterion behaviour. It can be also given as a pre-test to identify individuals who need the training, and/or a post-test to measure the effectiveness of a course or program by comparing the pre-test and post-test scores. (32)

(b) Test by which one finds out whether a performance objective has been achieved. (25)

**CURRICULUM**
(a) An organized program of both theoretical and practical studies, the successful completion of which is considered necessary to achieve specified educational goals. (34)

(b) A description of composite of statements about "what is to be learned" by a student in a particular instructional program; a product that states the "intended learning outcomes" that have been selected and ordered. (28)

**CURRICULUM DEVELOPMENT**
The process of defining, organizing, combining and coordinating the various courses which form the curricula so that they lead to different levels of knowledge and qualification. Such a process also includes experimentation, evaluation of content and effectiveness, as well as selection of appropriate teaching and learning methods and materials. (34)

**DACUM CHART**
(a) A comprehensive listing of outcomes or competencies in a specific field organized into clusters of like skills and presented in a chart format; synonymous with "job profile" and "skill profile". (27)

(b) An acronym for Developing A Curriculum. It is an approach to occupational analysis that involves bringing a committee of occupational experts together under the leadership of a trained facilitator. They use modified brainstorming techniques to specify in detail the duties and tasks that successful workers in their occupation must perform. (28)

*See also* COMPETENCY ANALYSIS PROFILE

**DEBATE**
The presentation of two sides of an argument by speakers with opposing views on a subject. Speakers are given equal time to present the reasons for their beliefs and to clarify further the argument between them. A moderator summarizes the contributions made by the speakers. (24)

**DEMONSTRATION**
A presentation that shows how to use a procedure or to perform an act. (32)

**DEVICE, INSTRUCTIONAL**
Devices include all the mechanical instruments, audiovisual aids, physical arrangements and materials used by instructors to augment the instructional process. (37)

**DIAGNOSIS**
A determination, description and classification of some aspect of student behaviour. The two purposes of diagnosis either to place the student properly at the onset of instruction or to discover the underlying causes of deficiencies in student learning as instruction unfolds — distinguish it from other forms of evaluation. (1)

*See also* PRE-REQUISITE

**DIAGNOSTIC TEST**
Test by which one finds out why a performance objective has not yet been achieved. (34)

*See also* PRE-REQUISITE TEST

**DIRECTED INDIVIDUAL STUDY**
In this method a relationship is established with the learner that involves some direct personal contact between the learner and the agent so that personal supervision of the learning process can be assured. (36)

**DISCIPLINE**
A field of study, for example, mathematics, literature, mechanical, engineering, science, etc. (34)

**DISCOVERY LEARNING**
(a) A heuristic teaching strategy based on the proposition that learning is more effective and enjoyable if students "discover" facts and relationships for themselves. (8)

(b) A means of teaching which avoids expository instruction. The trainee is presented with tasks which engage him in the search for and selection of clues on how to proceed. The effectiveness of the discovery method depends on the design of these tasks which have two aims: to provide an intrinsic means for unassisted learning and to provide the experience upon which insight into key relationships can be developed. (32)

**DISCRIMINATION**
The simple skill of distinguishing one feature of an object from another. (13)

**DISTRIBUTED PRACTICE**
Learning a skill by performing it for a short period of time followed by a break for a certain period and then more practice. (25)

**DISCUSSION GROUP**
(a) A technique of group learning in which members of a group contribute their ideas orally to the solution of a problem or to enlarge knowledge and understanding of a topic. For the successful employment of the method participants must have knowledge or experience which is relevant to the subject of the discussion. It is therefore particularly appropriate for adult education. (34)

(b) A purposeful conversation and deliberation about a topic of mutual interest among six to twenty participants under the guidance of a trained participant called a leader. (24)

(c) A training technique in which the information that is transmitted comes from the participants themselves rather than from a single lecturer or panel. The learners, as a group, are thus active in teaching themselves. (30)

**DISTANCE EDUCATION**
(a) The delivery, by a variety of communication modes, of educational programs designed to meet the needs of people who are socially or geographically isolated from traditional learning institutions. (30)

(b) Education conducted through print audio or video, without face-to- face contact between teacher and learner. Teaching is done by specially prepared material transmitted to individuals or learning groups. Learners's progress is monitored through written or taped exercises, sent to the teacher, who corrects them and returns them to learners with criticism and advice. (33)

(c) The various forms of study, at all levels, which are not under the continuous and immediate supervision of tutors present with their students in lecture rooms or in the same premises, but which nevertheless benefit from the planning guidance and tuition of a tutorial organization. (34)

**DUTY**
An arbitrary clustering of related tasks into a broad functional area or general area of responsibility. (28)

*See also* JOB, SKILL, STEP, and TASK

**EDUCATION**
(a) All actions and influences directed to developing and cultivating a person's mental abilities, knowledge, skills, attitudes and behaviour in such a way that the individual's personality may be developed to the fullest possible extent, so as to be of positive value to the society in which he lives; in a more limited sense the term is used to mean any activity aimed at transmitting theorectical and practical knowledge, usually by systematic means. (34)

(b) Activities which aim at developing the knowledge, moral values and understanding required in all walks of life, rather than the knowledge and skill relating only to a limited task. The purpose of education is to provide the conditions essential for young people and adults to develop an understanding of the traditions and ideas influencing the society in which they live, of their own and other cultures and of the laws of nature, and to acquire linguistic and other skills which are basic to learning and communication. (33)

**EDUCATIONAL GUIDANCE**
Guidance given to adults by qualified staff, designed to aid them to choose and successfully complete programs of education most suited to their talents and interests, taking into account prior educational achievement and any future job or career plans they may have. (34)

**EDUCATIONAL TECHNOLOGY**
(a) The methods and results of technoglogy applied to solving problems arising in the teaching and learning process. (34)

(b) The systemactic application of knowledge about teaching and learning to solve educational problems. (30)

(c) An area of study and practice concerned with all aspects of the organization of educational systems and procedures whereby resources are allocated to achieve specified and potentially replicable educational outcomes. (33)

**EDUCATIONAL TELEVISION**
A method of adult education which uses television as a way of organizing adults for planned, systematic learning experiences under the management of an educational agent and providing opportunities for continuous contact between agent and learner to affect the content and management of instruction. (23)

**EDUCATIVE TELEVISION**
Refers to programs which provide some opportunity for learning to occur but which are not specifically designed for that purpose. Instead they are designed for information

or enrichment and can be used as such within an instructional setting. (23)

**ENABLING SKILLS**
Statements of skills which a learner must master to meet the performance standards for a particular competency. (27)

*See also* DACUM CHART and GENERAL AREA OF COMPETENCE

**EVALUATION**
(a) The process of judging the value or worth of something. (6)

(b) The process of delineating, obtaining, and applying descriptive and judgemental information concerning some object's merit as revealed by the goals, structure, process and product for some useful purpose such as decision making or accountability. (26)

(c) Refers to the act or result of appraising the quality, worth or efficiency of any aspect of the educational process in terms of whether the desired and planned goals are being achieved. Thus the term evaluation is used in connection with appraisal of the workings of the education system as a whole, or of any particular aspect of it. (34)

*See also* FORMATIVE EVALUATION and SUMMATIVE EVALUATION

**EVENTS OF INSTRUCTION**
Together, motivation, guidance, and practice are generally recognised as the three major events of instruction where the instructor can influence the learner to aid the learning process. (22) (13)

*See also* MOTIVATION, GUIDANCE, and PRACTICE

**EXAMINATION**
A formal device designed to measure someone's achievements within a training system. It usually involves questions or problems the learner must respond to. (29)

**EXHIBIT**
A collection of related materials put on display to aid learning. (24)

**EXTENSION SERVICES**
A non-formal education system through which technical knowledge available at a central educational or research institution is directly communicated to practitioners (for example, farmers, artisans or tradesman) through instruction and practical demonstrations conducted by itinerant specialists. (34)

**FACTS**
Specific types of information which the student is expected to remember; these may include dates, names of persons or events, and descriptions; generally they are particular details which are to be known simply because someone regards them as important in their own right or as essential for other kinds of learning. (1)

**FACILITATOR**
A leader who is skilled in helping a learner or group of learners to specificy learning objectives, to select and apply strategies through which to reach them and to determine whether or not they have been met. (34)

**FEEDBACK**
(a) Information to the student about the adequacy of his performance, information to instructors or course managers about how well the instruction is working. (32)

(b) Data that is received from a source or sources which is used as an indicator of the relative efficiency or effectiveness of something. (32)

(c) Information on the effect of a particular action. (29)

**FIELD TRIP**
A visit to a place or an organization in the community by a group in order to obtain direct personal experience about a subject or activity. (24)

**FILM DISCUSSION**
A film is followed by a period of discussion by the viewers. The discussion is structured and led by an instructional agent and has a particular purpose related to the program. (24)

**FLOWCHART**
A graphic representation of the steps of a task or process. (*)

**FORMAL EDUCATION**
Systematic education which normally takes place in schools and other educational institutions within the educational system. Formal education is structured as a series of progressively more difficult and more specialized levels. Successful completion of each level is, in principle, sanctioned by an award which permits entrance to the next educational level. (33)

**FORMATIVE EVALUATION**
Evaluation conducted while a course is in progress to enable difficulties to be detected and corrected immediately. (26)

*See also* SUMMATIVE EVALUATION and EVALUATION

**FORUM**
(a) A period of open discussion carried on between a learning group and one or more persons bringing special knowledge to the subject under discussion. (34)

(b) A common technique employed for large groups. In many respects this technique is indistinguished from the meeting; however, it is used when larger groups are involved and when the learning objective is confined to the diffusion of information or opinion. (37)

**FUNCTIONAL ILLITERATE**
Individual who has not acquired the basic skills in reading, writing and arithmetic, and thus is unable to participate actively in those activities within society which require such skills. (34)

**FUNCTIONAL LITERACY**
The ability to read, write and calculate so that a person may engage in all those activities in which literacy is required for effective functioning of his group and community. (34)

**FURTHER EDUCATION**
Full-time and/or part-time education for persons who have left school. It can include higher education and adult education but is most often used in a narrower sense to denote forms of vocational training leading to technical or professional qualifications. (32)

**GENERAL AREA OF COMPETENCE**
Used in the DACUM system of curriculum design to describe a general group of activities which make up one part of a particular job. (4) (27)

**GENERALIZATIONS**
New statements or inferences which summarize a body of information or other particulars and which can be applied in new situation. A generalization holds under limited conditions and the special problem it poses to the student is to recognize its tentativeness, the particular circumstances under which it may hold true and its value in quickly ordering new phenomens. (1)

**GOAL**
(a) A general statement of intent in education. (25)

(b) An general outcome not necessarily stated in measurable terms. (21)

*See also* COMPETENCY, OBJECTIVE, TERMINAL and OUTCOME

**GOAL ANALYSIS**
A procedure through which an educational need may be analyzed for its meaningful components. The product is a goal statement which forms the basis for an educational program. (6)

*See also* GOAL

**GROUP**
A collection of interacting persons who have some degree of reciprocal influence with each other. (31)

**GROUP DYNAMICS**
The principles underlying the interaction of the behaviour of individuals as members of a group and of the behaviour of groups generally. The study of group dynamics provides theoretical support for group methods of education and training. (33)

**GROUP WRITING**
A group is divided into subgroups, each of which determines some common ideas about an assigned topic; these are then expressed through a poem, litany, or other creative writing. Each subgroup works as a team in preparing their contribution which is later shared with the other groups. (24)

**GUIDANCE**
An important step in the learning process where the instructor, through the design of the material and using instructional techniques, helps the learner to acquire new material coded in a form which is retrievable, and encourages the learner to store it in his memory. (22)

*See also* MOTIVATION and PRACTICE

**HANDOUT SHEETS**
Information sheets handed out as learning aids to students in support of a presentation. They may be in narrative or outline form, instructor made, or copied from published materials. (32)

**HIGHER EDUCATION**
*See* POST-SECONDARY EDUCATION

**HUMAN RELATIONS TRAINING**
General term used to cover the study of small group interaction, of deepening self-insight, of the dynamics of interpersonal relationships and of the various methods for achieving social competence. (34)

**INCENTIVE MOTIVATION**
A type of motivation in which the individual strives to achieve some goal and is, in some sense, rewarded for reaching it. (24)

**INDEPENDENT LEARNER**
A person who chooses to learn without recourse to systematic instruction provided by any other person or agency, whether by face-to-face or distance teaching. (34)

*See also* SELF-DIRECTED LEARNER

**INDEPENDENT LEARNING**
Learning carried out by an individual usually, but not always, self-initiated and with a minimum or a complete absence of guidance or assistance by another person or agency. Usually, learning outside the classroom environment. (34)

*See also* SELF EDUCATION and SELF-DIRECTED LEARNING

**INDEPENDENT STUDY**
A special project or assignment for students seeking more information on a course topic. (34)

*See also* SELF-DIRECTED LEARNING and SELF EDUCATION

**INDIVIDUALIZED INSTRUCTION**
(a) Instruction specifically designed to take into account each learner's existing skills. The term is also used sometimes to describe the process of a learner interacting individually with prepared materials or computer-assisted programs. (10)

(b) An approach for managing the instructional process within which the focus is on helping individual learners (as opposed to groups of learners) acquire the knowledge, skills and attitudes needed. It is geared to the student's own needs, learning preferences, and rate of learning. (28)

*See also* COMPUTER-ASSISTED INSTRUCTION

**INDIVIDUAL STUDY**
Learning undertaken by a person alone, rather than in a group, with or without guidance. (34)

*See also* INDEPENDENT LEARNER

**INFORMAL ADULT EDUCATION**
Structured sequential education for adults, successful completion of which is not intended to be recognized by a formal award, such as a credit, diploma, degree or professional qualification, but which is undertaken to meet some other — usually immediate interest or need; adult education in which the learning is purposive, but the learning experience is not structured in the form of a class under the direction of a teacher responsible for educating the learners, nor need it be organized in a progressive sequence. (34)

**INFORMAL EDUCATION**
The lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience, educative influences and resources in his or her environment — from family and neighbours, from work and play, from the market place, the library and the mass media. (7)

**IN-SERVICE EDUCATION**
Education providing sustained further study enabling employed persons to improve skills and qualifications relating to their employment. (34)

**IN-SERVICE TRAINING**
Part-time study of course modules concurrent with one's regular work assignment. (29)

**INSTRUCTION**
(a) The set of events designed to initiate, activate and support learning in the human learner. Such events must first be planned, and secondly, they must be delivered, that is made to have their effects on the learner. (13)

(b) The process of designing and managing external events to activate and support the internal process of learning. It requires the sponsorship of an individual or institution and the supervision of an instructor. (25)

(c) Whereas curriculum identifies the content or "what is to be learned", instruction is the process, the how, or the means by which the intended learning will be achieved. (28)

**INSTRUCTIONAL DESIGN**
(a) The process of identifying three levels of outcomes: goals, objectives and learning tasks. Once stated, appropriate instructional techniques are selected and resource materials identified or developed. (21)

(b) A combination of people, methods, equipment, location and timings designed to achieve instructional objectives in the most effective way. (29)

**INSTRUCTIONAL MEDIA**
Any means, agency or instrumentality used to communicate information to learners. (11)

**INSTRUCTIONAL RESOURCES**
All the mechanical devices, audiovisual aids, books, print Materials, tools and equipment used by an instructor to aid instruction. (25)

*See also* RESOURCES

**INSTRUCTIONAL TECHNIQUE**
*See* TECHNIQUE, INSTRUCTIONAL

**INSTRUCTOR**
(a) A person employed in an official capacity for the purpose of guiding and directing the learning experience of pupils and students in an educational institution, whether public or private. Usually, the person should have completed a professional training course in a teacher education institution leading to the award of appropriate credentials. (34)

(b) Any person designated to provide a particular segment of instruction within a course. (29)

**INTELLECTUAL SKILLS**
(a) Mental skills; the learning of concepts and rules; the kinds of capabilities that make it possible for the student to do something with the symbols representing his environment; knowing how. (12)

(b) The mental skills involved whenever you perform an activity that requires mental processing. (25)

**INTERDISCIPLINARY APPROACHES**
Ways of organizing the curriculum as a whole or of teaching a particular course such that traditional boundaries between disciplines are crossed and new relationships among them are established. (34)

**INTERNSHIP**
In this method a relationship is established so that an individual can have an opportunity under supervision to integrate knowledge and skills already acquired through direct participation in a situation similar to that in which such intergrated behaviour ultimately will apply. (36)

**INTERPRETATION**
The explanation or summarization of a communication; a reordering, rearrangement, or a new view of material. (1)

**INTERVIEW FORUM**
Opinions and facts are given spontaneously by an expert in response to questions from the group leader. This is followed by free open response and discussion among the entire group. (24)

**JOB**
A specific position requiring the performance of specific tasks — essentially the same tasks are performed by all workers having the same title (28)

*See also* DUTY, SKILL, STEP, and TASK

**JOB ANALYSIS**
The process of examining a job to identify its component parts and the circumstances under which it is performed. The detail and approach may vary according to the purpose

for which the job is being analysed, e.g. vocational guidance, personnel selection, training, equipment design. (32)

*See also* DACUM, COMPETENCY ANALYSIS PROFILE and COMPETENCY STATEMENTS

**JOB-RELATED EDUCATION**
Education is which emphasis is laid on knowledge and skills useful to job performance and in the work environment. They are presented in such a way as to bring out their relevance to the work situation. (34)

*See also* JOB ANALYSIS

**JOB TASK**
A complete element of work. A performed task usually generates a product or an observable change in the work environment. A job task statement, therefore, should begin with an action verb. The development of a list of job tasks should answer the question, "What is a person required to do in this position?" (30)

*See also* JOB ANALYSIS, OBJECTIVES and LEARNING TASKS

**KNOWLEDGE**
The store of information and data that a person possesses. It includes facts, principles, meanings, concepts and relationships. (29)

**LABORATORY**
A learning situation in which knowledge may be acquired and/or applied by a number of individuals simultaneously in a learning activity that is an artificial construct of reality. (36)

**LEARNER**
Anyone who is concerned with acquiring new knowledge and skills. (29)

**LEARNER-BASED EDUCATION**
Education in which the content and the learning and teaching processes are determined by the needs and desires of the learners who participate actively in shaping and controlling them. It draws upon the learner's own resources and experiences. (34)

*See also* ADULT EDUCATION

**LEARNING**
(a) A more or less permanent change in human capability or disposition; it is a process which occurs within the brain of an individual, and may or may not be associated with an intention on the learner's part. (22)

(b) A process which involves interaction with the external environment (or a representation of this interaction). Learning is inferred when a change or modifcation in behaviour occurs which persists over relatively long periods during the life of an individual. (13)

(c) The process through which new knowledge, insights or behavioural skills are acquired. (29)

**LEARNING ACTIVITIES**
Directions telling the student what to do, why, and how to perform a task. (14)

**LEARNING CENTRE**
A centre designed to meet local community needs in educational information, counselling and assessment. It may offer support services to independent learners and learning programs to groups. It may be an independent institution or linked to one or a consortia of educational organizations. (34)

**LEARNING CLIMATE**
The environmental background for learning; it includes all the physical and social dimensions within the formal instructional setting which must be established and maintained in such a way that the learners will be comfortable enough to feel inclined to remain in the environment. Extraneous noise or interference, both internal and external to the learner, is reduced so that he can focus his attention and energies exclusively on the learning activities. (22)

**LEARNING CONTRACT**
The agreement between the learner and the person or agency who fulfills the role of teacher, facilitator or supporting agent; may be a verbal agreement or a written document which sets out the goals and conditions of the learning experience and responsibilities of each party. (34)

**LEARNING ENVIRONMENT**

*See* LEARNING CLIMATE

**LEARNING GUIDE**
A type of learning package that usually contains a terminal objective, enabling objectives, directions for learning activities, a listing of the external supportive resources needed, and evaluation activities. While learning guides are developed in a wide variety of formats, most are dependent upon external resources to provide the essential content needed. (28)

*See* LEARNING PACKAGE and MODULE

**LEARNING HIERARCHY**
A chart of the subordinate skills related to some particularly complex skill that is to be learned. (13)

**LEARNING MODULE**

*See* MODULE

**LEARNING OUTCOMES**
A method of classifying types of content to be learned into various categories to aid in organizing instruction. The categories include goals, objectives, and learning tasks. Each describes a different level of outcome. A goal is a major statement of intent covering a whole program or a course. An objective generally represents a specific unit of instruction and sets conditions and performance criteria. Learning tasks are the smallest manageable units which make up an objective. (21)

**LEARNING PACKAGE**

(a) All of the materials required for instruction in a particular job task, including the learning module, teacher's guide, information sheets, job sheets, performance checklists, and other learning resources. (14)

(b) A generic term used to describe the many types of student learning materials used in most CBE programs. Two commonly used types are learning guides and modules. (28)

*See also* LEARNING GUIDE and MODULE

**LEARNING RESOURCES**

Materials or activities, separate from procedural directions, and resource persons from which or whom a student gains the skills, knowledge, and attitudes necessary to performing job tasks. They may include print and audiovisual materials of all kinds, equipment used in the occupation, computers, simulators, peers, instructors, internships, group discussions, and lectures. (14)

**LEARNING STRATEGY**

The term denotes the dominant concepts and general procedures adopted by learners and educators in order to attain the objectives. (33)

**LEARNING STYLE**

Term denoting the sum of the ways of problem solving, thinking and learning used habitually by an individual. (33)

**LECTURE**

(a) A discourse on a particular subject organized logically so as to present the maximum information with the minimum of complexity. (37)

(b) An instructional technique through which an agent presents an oral discourse on a particular subject. (7)

**LESSON**

An instructional design for achieving one or more instructional objectives within a specified time frame. (29)

*See also* INSTRUCTIONAL DESIGN and LESSON PLAN

**LESSON PLAN**

An outline of the instructional design to be used to achieve one or more specific instructional objectives. It shows clearly how the lesson involved is to be carried out. (29)

*See also* INSTRUCTIONAL DESIGN and LESSON

**LIFE EXPERIENCE**

The sum of all the work, learning and living experiences of one's life. An important component to assess eligibility and pre-requisite knowledge for adult learners who re-enter education programs. (33)

**LIFELONG EDUCATION**

The term refers to a philosophical concept whereby education is viewed as a long-term process beginning at birth and lasting throughout life. The term thus covers all forms of early childhood education, all types and levels of formal education, all types of continuing education and all types of non-formal education. Lifelong education is a conceptual framework within which the educational needs of people of all ages, abilities, educational and occupational levels may be met, since education is understood as a continual process and not as an attribute or possession to be acquired at any one specified time or by any one specified means. (34)

**LISTENING GROUPS**

A teaching technique in which a large group is divided into listening teams, each of which listens to something or someone with a different question in mind. Later each team shares their ideas with the entire group. (24)

**LONG-TERM MEMORY**

According to certain theories of memory, the second of the two functions of the brain, by which memorizing takes place. It is the function whereby information received by a person is organized and stored for long-term retention and recall, after having been temporarily registered in the short-term memory. Long-term memory does not decline with age, except through disuse. (33)

*See also* SHORT-TERM MEMORY

**MASTERY LEARNING**

A way of organizing and managing instruction in which prespecified performance criteria are achieved by each qualified learner (i.e. instructing until the student learns rather than until the bell rings). (1)

*See also* CRITERION-REFERENCED INSTRUCTION

**MEETING**

Generally a single instructional session although it may be composed of a series of single or related issues. (37)

**MENTAL SET**

(a) The frame of mind an individual person has towards a particular activity or way of thinking. This can be a crucial factor in that person's performance of the activity concerned. Mental sets are heavily influenced by personal value systems and attitudes. (29)

(b) Preparatory adjustment or readiness for a particular kind of action or experience. (13)

(c) Fixed ideas, attitudes and ways of thought which are reinforced by experience. (38)

*See also* ATTITUDE

**METHOD**

The ways in which people are organized in order to conduct an educational activity. A method establishes a relationship between the learner and the institution or agency through which the education task is accomplished. (37)

**MODELLING**

A technique where the instructor presents an ideal form of behaviour in a given circumstance and the learners attempt to copy or "model" the behaviour. (24)

**MODULE**

(a) A self-paced, self-contained unit of instruction that focuses on a single capacity to be learned, provides learners with information and exercises needed to acquire the capacity, and serves as one component of a total, curriculum or program. (22)

(b) A set of materials organized around a task and designed to help the student manage his or her own instruction. It usually consists of a description of the task, the performance objective, enabling objectives, learning activities, references to learning resources, self-check or practice exercises, and criterion-referenced tests. (14)

(c) A type of learning package that usually includes a terminal objective, enabling objectives, essential cognitive information, and evaluation activities. While modules are developed in a wide variety of formats, most are self-contained, transportable, and designed for either individual or group use. (28)

*See also* CAPACITY, LEARNING GUIDE, and LEARNING PACKAGE

**MOTIVATION**

(a) Term employed generally for the phenomena involved in the operation of incentives or drives. (32)

(b) In instruction, motivation is the first stage of learning where certain expectations are activiated and the learner begins to pay attention to the material to be learned. (13)

*See also* GUIDANCE and PRACTICE

**MOTOR SKILLS**

(a) Muscular activity having some direct impact on objects in the environment. This impact is accomplished by a total action that is smooth, regular and precisely timed. (22)

(b) Capabilities which make possible the precise smooth and accurately timed execution of performances involving the use of muscles. (13)

**MIDCAREER CRISIS**

Crisis point in the middle years of a person's occupational cycle at which one becomes more aware of the limited time left before retirement and of the speed with which one is attaining one's own goals; may involve readjusting one's goals and hopes of future possibilities and even career or job shifts or radical changes in lifestyle. (33)

**MULTI-MEDIA SYSTEMS**

Organized utilization of teaching and learning materials combining two or more vehicles of communication, for example, a workbook in printed form, a cassette tape and slides. (34)

**NEEDS ASSESSMENT**

(a) A systematic method of determining the educational needs and learning and social goals of a particular group or community. (33)

(b) A process which involves a decision regarding a normative standard, a description of the current situation of a group of learners, a comparison of the two and a commitment to the goal of reducing the discrepency. (15)

(c) The collection of data which documents why an educational activity should be planned and offered to a group of learners. (9)

**NEGATIVE REINFORCEMENT**

Reward of a performance through removal of an aversive or unpleasant event or stimulus. (26)

*See also* REINFORCEMENT and POSITIVE REINFORCEMENT

**NON-CREDIT**

An adjective which indicates that a course or program is not intended to be or not accepted as, part of the study requirements leading to a degree, diploma, certificate, or other educational qualification. (33)

**NON-FORMAL EDUCATION**

A term referring to education which takes place on either a regular or an intermittent basis. Such education may provide an alternative to formal education as a means of acquiring educational achievement or professional qualification. (34)

**NON-VERBAL**

Some form of activity or an existing situation or product that makes no use of spoken or written words. It may involve images, colours, movements, stance, facial expressions and so on. (29)

**NORMS**

Shared expectations of or attitudes toward ideas as to what are appropriate procedures and behaviours. (31)

**NORM-REFERENCED TESTS**

Test in which a student's performance is compared with that of other students, in contrast with a criterion test, wherein a student's performance is evaluated in relation to a prespecified standard. (6)

**OBJECTIVE**

(a) Expression of one of the categories of learning outcome in terms of human performance and specification of the situation in which it is to be observed. (12)

(b) A specific statement of what a learner is expected to be able to do as a result of instruction. (25)

**OBJECTIVE, AFFECTIVE**

Objective which emphasizes a feeling, tone, an emotion, or a degree of acceptance or rejection. (30)

**OBJECTIVE, COGNITIVE**

Objective which emphasizes remembering or reproducing something which has presumably been learned or an objective which emphasizes the solving of some intellective task for which the learner has to determine the essential problem and then reorder given material or combine it with ideas, methods or procedures previously learned. (30)

**OBJECTIVE, ENABLING**
(a) A statement of specific expectations, derived from a performance objective, describing the skill and level of achievement expected in a unit of instruction. (29)

(b) One of the several process-type objectives that help students progress toward achievement of a terminal objective. (28)

*See also* LEARNING TASK and CAPABILITY

**OBJECTIVE, INSTRUCTIONAL**
A statement which describes clearly and specifically what each participant will achieve as a result of taking part in the learning experiences in a course. The objective also stipulates how learners will show that they have acquired the prescribed capabilities (conditions) , and what degree of achievement is sufficient to meet the criteria or standards. (22)

*See also* CAPACITY and OBJECTIVE, PERFORMANCE

**OBJECTIVE, INTERIM**
Statements of subordinate skills and knowledge that must be acquired before the student can master the terminal objective (34)

*Synonym for* INSTRUCTIONAL OBJECTIVE

**OBJECTIVE, LEARNING**
An instructional objective clearly stated in learner oriented terms. It may originate with the learner. (29)

**OBJECTIVE, PERFORMANCE**
(a) Description of the general outcomes of a program so that these outcomes can be understood by students who will then be able to determine exactly what is expected of them; by teachers to identify the outcomes they are responsible for; and by employers and administrators in order to determine if the program is in fact providing the competent human resources needed. (5)

(b) A training objective which states: performance, what the trainee must do to demonstrate that he has achieved the objective; condition, what are the circumstances under which the trainee must demonstrate his competence; and criterion, the standard of performance which the trainee must attain. (32)

**OBJECTIVE, PSYCHOMOTOR**
Objectives which describe the muscular and motor skills, including the manipulation of materials and objects. (30)

*See also* MOTOR SKILLS

**OBJECTIVE, SHORTHAND**
A brief form of objective containing only the performance, conditions (when the conditions change the performance) and no criterion. (2)

*Similar to* LEARNING TASK

**OBJECTIVE, SUBORDINATE**
A performance objective describing one of the skills or competences needed in order to achieve the terminal objective. (2)

*See also* OBJECTIVE, INSTRUCTIONAL

**OBJECTIVE, TERMINAL**
An objective describing a skill or competence representing a final outcome of a course. (2)

*See also* GOAL and COMPETENCY

**OCCUPATIONAL ANALYSIS**
(a) An overview of all the duties, tasks, or functions which are involved in a specific occupation, as well as, where relevant, the conditions under which the functions are performed. (25)

(b) The scientific study of all facts about an occupation which throw light on the content to be covered. (32)

**OCCUPATIONAL STANDARD**
An established measure for judging the quality of work performed in a trade or occupation. (32)

**OCCUPATIONAL CLUSTER**
A group of jobs that are related by the similarity of the tasks performed by the various workers. (28)

**OCCUPATIONAL TRAINING**
Comprises training and re-training courses provided for purposes of acquiring or improving skills. (32)

**OFF-THE-JOB TRAINING**
Training in the attitude/knowledge/skill pattern required for a task, job or occupation away from the normal work situation and production pressures. It is normally only part of the whole training program and is usually combined with on-the-job training and/or further education. (32)

**ON-THE-JOB TRAINING**
An effective and economical practice of training (or coaching) employees on the actual job or work site by the supervisor, an experienced fellow employee or an instructor who is specifically employed for such purpose. (32)

**ORAL BOOK REPORT**
One person reads, summarizes and interprets the thoughts of an author or authors to the group. (24)

**OUTCOMES**

*See* LEARNING OUTCOMES

**OVERHEAD PROJECTORS**
Piece of audiovisual equipment used with acetate transparencies to project large images on a screen. (11)

**PAID EDUCATIONAL LEAVE**
Leave granted to an employee to begin or continue a program of complementary education or training while retaining the whole or part of his salary. (34)

**PANEL**
(a) Popular modification of the lecture; it operates either as a series of small lectures by panel members or as

orderly, well-organized conversation by a group with specialized knowledge of the topic under discussion. (37)

(b) Informal presentations by several people with specific knowledge of the topic to a class or audience. (24)

**PARTICIPATORY TECHNIQUE**
Term to denote a set of activities and procedures used in a learning situation which are aimed at promoting an active involvement of the student. In the use of this technique, it is assumed that the teacher's role is one of facilitating the learning process, whilst the student assumes an active role in it. (33)

**PERCEPTION**
The ability to discriminate among stimuli and to process them so they become meaningful. (38)

**PERFORMANCE**
The end product of the process of the learning process where the learner demonstrates what he has learned. (38)

**PERFORMANCE-BASED INSTRUCTION**
A system of instruction which stresses what the learner will do as a result of instruction. (25)

*See also* COMPETENCY-BASED INSTRUCTION

**PERFORMANCE CHECKLIST**
(a) A type of criterion-referenced test that requires the student to actually do a task, under the conditions and at the standard specified in the performance objective. (14)

(b) A list of specific criteria, usually based on actual occupational standards, that is used to evaluate the process used and/or product developed by a worker when performing an occupational task. (28)

**PERSONAL PROGRESS SUMMARY**
A control document in a criterion-referenced course that serves as a record for the student to keep track of the modules for which he or she has been certified as competent. (29)

**PHASE TESTING**
A system of tests by which the attainment of approved standards is measured throughout a period of training. (32)

*See also* FORMATIVE EVALUATION

**POSITIVE CONSEQUENCE**
An activity or event that makes the recipient's world a little brighter. An activity or event desired by, or pleasing to, the recipient. (1)

**POSITIVE REINFORCEMENT**
Reward of performance through the application of an event likely to increase the recurrence of that performance. (26)

*See also* REINFORCEMENT and NEGATIVE REINFORCEMENT

**POST-SECONDARY EDUCATION**
All learning activities undertaken after completing secondary education, with the exception of adult basic education in the secondary curriculum. (33)

*Synonym for* HIGHER EDUCATION

**PRACTICE**
A learner is provided with an opportunity to develop skills under the guidance of an instructional agent who assists him to attain increasingly accurate responses to task relevant cues and to evaluate the degree of mastery he is obtaining. (24)

**PRE-APPRENTICESHIP TRAINING**
Course mainly of technical and general education, but including a proportion of trade practice. Satisfactory completion of a full-time course (which is sometimes offered in a secondary school or community college) often gains the student exemption from a part of his apprenticeship. (32)

*See also* APPRENTICESHIP TRAINING

**PRE-EMPLOYMENT TRAINING**
Organized, intensive instruction for entrance into employment in a specific job. (32)

**PRE-REQUISITE**
Competence required by a student if he or she is to benefit from a course. A minimum competence assumed by the course designed to be present in the new student. (*)

*See also* DIAGNOSIS

**PRE-REQUISITE TEST**
A test to determine whether a student possesses the skills needed to benefit from the course. Not the same as a test for entry- level skills. (29)

*See also* DIAGNOSTIC TEST

**PROCESS DEMONSTRATION**
A technique for instruction in manipulative operations and in certain tasks involving verbal and cognitive skills. In the process demonstration, the component steps in the performance of a selected task are isolated and taught in a sequential order. Mastery of each step is a pre-requisite to proceeding to the next step. The technique is used by the instructional agent to show the operations involved in the task, and these are then reproduced by the learner to reinforce the learning. (37)

**PROBLEM-SOLVING APPROACH**
A teaching and learning method whereby a topic is presented in terms of a problem to be solved. In this approach the role of the teacher is to guide the learner to discover solutions for himself rather than to provide a ready-made answer. (34)

**PROGRAM**
A series of learning experiences designed to achieve, in a specified period of time, certain specific instructional objectives for an adult or a group of adults. (33)

*See also* CURRICULUM

**PROGRAMMED INSTRUCTION**
One self education technique whereby the student alone and at his own pace, works through material (on tape, film or in print), containing previously constructed sequences which lead him step by step to the desired goal through a specified set of responses. Ideally, instruction that proceeds according to a prespecified pattern intended to accomplish one or more performance objectives for a specified audience. (34)

*See also* COMPUTER-ASSISTED INSTRUCTION

**PROGRAM PLANNING**
Processes by which a person, either alone, or with a group, analyses a situation, and identifies and selects the educational objectives to be attained. (33)

**PROFESSIONAL DEVELOPMENT**
Educational activites designed to increase personal, interpersonal, managerial, professional and administrative competence. (33)

**PSYCHODRAMA**
One member of a group presents a personal problem using other group members to act out the roles of others. Audience members may act as "auxilliary egos" expressing ideas and speaking for the major actor when the need arises. (24)

*See also* ROLE PLAYING

**PSYCHOLOGY OF ADULT EDUCATION**
The psychological factors which influence adult learning and participation in educational experiences; the study of the operation of these factors, particularly those specific to adult life. (33)

**PSYCHOMOTOR SKILLS**

*See* MOTOR SKILLS

**QUALITY CONTROL**
The procedure of establishing acceptable standards with defined limits of variation in quality of material, size, weight, finish or other characteristics for goods or services, and maintaining these standards. (32)

**QUESTION AND ANSWER SESSION**
Members of a group and the leader ask questions of each other on a predetermined topic. (24)

**RECALL**
That part of the memory function which permits a person to pull out from memory an experience, or an event. In learning the process involves the learner recalling previously learned material for purposes of demonstrating he or she has retained the material for purposes of applying this material or, to some new material to be learned. (22)

**RECOGNITION**
Describes the learner's ability to examine information and place it in its previous context. (25)

**RECURRENT EDUCATION**
Organization of lifelong education into periods of systematic study alternating with extended periods of other activity, e.g. work or leisure. (33)

**REFRESHER TRAINING**
Training given to revise and refresh previously learned skills.

*See also* PROFESSIONAL DEVELOPMENT and RETRAINING

**REINFORCEMENT**
(a) Any event following a performance that increases the probability that the response will occur again when the same situation occurs. (12)

(b) Process of providing the individual with immediate feedback or information regarding the success or failure of his performance. (32)

*See also* NEGATIVE REINFORCEMENT and POSITIVE REINFORCEMENT

**REHEARSAL**
A control process which maintains information in the short-term memory. Since short-term memory is often considered to function as a "working memory", rehearsal is conceived as an active process of relating new information to previously acquired information. (12)

*See also* CODING, SHORT-TERM MEMORY and LONG-TERM MEMORY

**RELIABILITY**
The consistency with which the results of a set of tests scores place students in the same position relative to other students. (1)

**RESPONDING**
The student is doing something with or about the phenomena; is sufficiently involved or committed to a subject, phenomena or activity that he or she will seek it out again; satisfactorily working with or engaging in subject, phenomena or activity. (1)

**RESOURCE PERSON**
(a) A participant in a discussion concerning a problem or subject. His broad knowledge of the subject enables him to render authoritative opinions. (32)

(b) The professional educator who is directly responsible for guiding trainees and helping them plan and carry out their professional development programs. (28)

**RESOURCES**
The materials and people available to the learner through which to accomplish the objectives of a course. In a criterion-referenced course this may include books, films, modules, the course manager, colleagues, programmed instruction. (11)

*See also* INSTRUCTIONAL RESOURCES and DEVICES

**RESULT DEMONSTRATION**

(a) Shows the result to be achieved through the application of information and skills. (37)

(b) Application of old and new practices so that learners can actually see that the improved practice is superior; this technique is often used in agricultural extension work. (24)

**RETRAINING**

Training for the acquisition of the attitude, knowledge and skill pattern required in an occupation other than the one for which the trainee was prepared originally, or in some cases for a new job or part of a job. (32)

*See also* REFRESHER TRAINING

**ROLE PLAYING**

(a) Teaching technique in which students are presented with a situation or problem which they are required to resolve by acting out the roles of those concerned in this situation. (33)

(b) A spontaneous acting out of a situation or incident by selected members in which each person in a circle responds in turn to a question. No one may speak for a second time until all have had a turn. (24)

*See also* PSYCHODRAMA

**ROUND TABLE**

A technique to ensure participation of all group members in which each person in a circle responds in turn to a question. No one may speak for a second time until all have had a turn. (24)

**RULE**

A learned capability which makes it possible for the individual to do something, using symbols (most commonly the symbols of language and mathematics). (13)

**SAMPLE TEST ITEMS**

A test item illustrating the type of performance that will be expected of the student as evidence that a given objective has been achieved. (26)

**SAMPLING**

Predicting the quality of the whole by examining only a part of the whole. In instruction, sampling assumes that a test of one or a few aspects of a course permits judgements about the student's competence in all aspects. (26)

**SELF-DIRECTED LEARNER**

A learner who initiates and accepts primary responsibility for the planning, conduct and evaluation of his or her own learning projects. A self-directed learner may be assisted by other persons such as teachers or friends or may participate in a learning group such as a class. (33)

*See also* INDEPENDENT LEARNER

**SELF-DIRECTED LEARNING**

A process by which an individual or group initiates and takes primary responsibility for planning, conducting and evaluating its own learning projects. It may take place with the help of persons such as teachers or friends of an institution. (33)

*See also* INDEPENDENT LEARNING and INDEPENDENT STUDY

**SELF EDUCATION**

Refers to educational methods through which the learner acquires knowledge and skills on his own without the intervention of the teacher. (34)

*See also* INDEPENDENT LEARNING and INDEPENDENT STUDY

**SELF-PACING**

A feature of individualized instruction that allows the learner to control the events of instruction through the use of media. (22)

*See also* INDIVIDUALIZED INSTRUCTION and COMPUTER-ASSISTED INSTRUCTION

**SEMINAR**

Individuals contribute materials representing their own original thought or research to a group led by a recognized authority in the field under study. Other members of the group reflect and comment on the contribution. (24)

**SEQUENCE**

The order in which content is presented in an educational activity. (16)

**SHORTHAND PYRAMID**

A working draft in the development of performance hierarchies in which only key words are used to indicate each performance objective. A graphic representation of the relationships between a terminal objective and its subordinate objective(s). (2)

**SHORT-TERM MEMORY**

According to current theory, a function whereby information received by an individual is temporarily registered through the brain before being organized for long-term retention. (33)

*See also* LONG-TERM MEMORY, CODING and REHEARSAL

**SKILL**

(a) The capability of performing an action with a degree of proficiency; a particular area of proficiency; the mental and physical action skills of perception, motor co-ordination, etc. (32)

(b) A specific defined behaviour or piece of work assigned to, or expected of someone in a specified position; used synonymously with tasks. (4)

(c) The ability to perform occupational tasks with a degree of proficiency within a given occupation. Skill is conceived of as a composite of three completely interdependent components: cognitive, affective, and psychomotor. (28)

*See also* DUTY, JOB, STEP and TASK

**SKIT**

A dramatic presentation which is used to stimulate new ideas by changing abstract concepts into real life situations. (24)

**SIMULATION**

(a) Training given outside the work situation which reproduces the conditions of that situation and gives practice in skills required in it. The production or imitation of the conditions of a working situation, and the knowledge and skills required in it, for training purposes. (33)

(b) The creation of a "working model" of some system, such that the key elements and their interactions are highlighted. An important class of training techniques in which trainees are able to experience various dimensions of organizational behaviour in a laboratory context. (32)

**SIMULATOR**

A device which presents the trainee with represention of certain parts of the real situation, reproduces operational conditions and enables the trainee to gain specific experience by practice in training situations, which would not be possible on the job itself. (33)

**SLIDE-TAPE**

Audio-visual presentation involving a series of slides with an accompanying narration on audio-tape. (11)

**SPECIALIZATION**

The field or discipline in which an individual concentrates his studies, both theoretical and practical, in order to achieve a certain level of qualification. (34)

**STEP**

A term referring to the next level into which all job tasks may be sudivided. Also commonly referred to as activities, operations, or elements. (28)

*See also* DUTY, JOB, SKILL and TASK

**STUDY CIRCLE**

A group of people meeting regularly for the joint study of a subject or problem. A study circle does not have a teacher with specialized knowledge of the subject or problem, but may have a leader trained in techniques of group leadership. (33)

**SUCCESSIVE APPROXIMATIONS**

The product obtained when a given capacity to be learned is analysed into single discrete capabilities required to acquire the capacity. A process used to discriminate between the relative "amounts" of learning in a goal, an objective and a learning task. (21)

*See also* CAPACITY and CAPABILITY

**SUMMATIVE EVALUATION**

(a) The type of evaluation used at the end of a term, course, or program for purposes of grading, certification, evaluation of progress or research on the effectiveness of a curriculum course of study or educational plan. (1)

(b) Evaluation conducted at the conclusion of a program to sum up the learning that occurred. (25)

*See also* FORMATIVE EVALUATION and EVALUATION

**SYLLABUS**

Outline of the elements of a course, presented in a logical order of growing difficulty. (34)

*See also* CURRICULUM, PROGRAM, COMPETENCY and OUTCOMES

**SYMPOSIUM**

A series of speeches covering various aspects of a problem or issue by experts in that field. (24)

**T-GROUP**

Training group; a small group (five to fifteen members) which forms the nucleus of learning for its members. They interact with each other and/or undertake training tasks together so that they can analyze their common experiences in order to increase their knowledge of themselves and sensitivity to others. (33)

**TARGET POPULATION DESCRIPTION**

A written description of the characteristics of that group of people for whom a course is intended. It attempts to describe them as they are rather than as the describer would like them to be. (29)

*See also* NEEDS ASSESSMENT and PROGRAM PLANNING

**TASK**

(a) The smallest unit of performance which can be identified as having a distinct independent purpose. (13)

(b) A work activity that is discrete, observable, performed within a limited period of time, and that leads to a product, service, or decision. Tasks are also frequently referred to as the skills or competencies that students or trainees must obtain in order to be successful workers. (28)

*See also* DUTY, JOB, SKILL and STEP

**TASK ANALYSIS**

(a) The process of identifying and listing job tasks and then detailing each task to isolate knowledges, skills and attitudes. (30)

(b) A systematic analysis of the behaviour required to carry out a task with a view to identifying areas of difficulty and the appropriate training techniques and learning aids necessary for successful instruction. (32)

*See also* DACUM, COMPETENCY ANALYSIS and LEARNING OUTCOMES

**TASK LIST**

A listing of all identifiable job performance tasks that compose a particular job. (32)

**TEACHABLE MOMENT**

Periods, stages or points in time at which a person is particularly ready to learn or be taught. The times at which they occur are influenced by a person's developmental, family, social or work situation. Readiness to learn at these times may be generalized, but it is usually directed to knowledge and skills relevant to that situation. (33)

**TEACHING AND LEARNING MATERIALS**

All materials used in the teaching and learning process to aid in the transmission or acquisition of knowledge and skills. In addition to audio-visual material employed in all types of education, technical and vocational education uses teaching and learning materials such as tools, machines, scale models, prototypes, raw materials and all equipment with which students work in laboratories and workshops. (34)

*See also* DEVICE and INSTRUCTIONAL RESOURCES

**TECHNICAL EDUCATION**

(a) A comprehensive term referring to the educational process when it involves, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills and knowledge relating to occupations in the various sectors of economic and social life. (34)

(b) Education to earn a living in an occupation in which success is dependent largely upon technical information and understanding of the laws of science and principles of technology as applied to modern design, production, distribution and service. (32)

**TECHNIQUE, INSTRUCTIONAL**

(a) The ways in which the instructional agent establishes a relationship between the learner and the learning task. (36)

(b) An activity or procedure used by an instructor to help learners to learn. (25)

**TERMS**

The specific vocabulary of a subject that the student is to learn. (1)

**TEST**

A written or practical examination given to measure the skill, knowledge, intelligence, capacities of an individual or group. (32)

**TRADE AND INDUSTRIAL EDUCATION**

Instruction which is planned to develop basic manipulative skills, safety judgement, technical knowledge and related occupational information for the purpose of fitting persons for inital employment in industrial occupations and upgrading or retaining workers employed in industry. (30)

**TRAINER**

Person who directs the practice of skills toward immediate improvement in some art or tasks; usually used for leader in T-groups and for instructor in industrial and management education. (33)

*See also* INSTRUCTOR

**TRAINING**

(a) Activities which aim at providing the skills, knowledge and attitudes required for employment in a particular occupation, group of related occupations or for exercising a function in any field of economic activity. Within the broad term a number of derivatives or subdivisions may be noted based on the purpose and level of the training, the age group or other characteristics of the trainee, the place where the training is given, etc. (34)

(b) The systematic development of the attitude/knowledge/skill behaviour pattern required by an individual to perform adequately at a given task or job. (32)

**TRAINING MANUAL**

A guide for the use of training staff and where appropriate of trainees, showing in detail the subject areas and behavioural objectives to be achieved, methods of instruction, equipment and materials to be used, the form of records to be kept and of tests to be administered. (32)

*See also* INSTRUCTIONAL RESOURCES

**TRANSFER OF LEARNING**

The recall of what has been learned and its application to new and different contexts. (13)

**TRANSLATION**

A term employed when the student puts an idea in his own words or uses relatively new examples of what he has already learned. (1)

**UNIT OF INSTRUCTION**

The smallest division of instruction for which a full lesson is taught. (32)

*See also* MODULE

**VALUING**

Behaviour that shows that phenomena has worth to the learner. (1)

**VERBAL INFORMATION**

(a) This type of learning outcome is a person's ability to say, write or otherwise use information in a sentence. (22)

(b) Units of information acquired which can be classified as facts, names, principles and generalizations. (13)

**VERIFICATION**

The process of having experts review and confirm or refute the importance of the task (competency) statements identified through occupational analysis. Reviewers are usually selected from the ranks of practicing workers and immediate supervisors of such workers. This process is also sometimes referred to as validation. (28)

*See also* DACUM CHART and COMPETENCY ANALYSIS PROFILE

**VOCATIONAL COUNSELLING**

(a) Consists of assisting individuals through orientation to learn about relevant opportunities for education, training and work, and facilitating through counselling their career planning. It includes individual assessment through standardized testing and test interpretation, the provision of information on education, training and work opportunities and related placement and follow-up activities. Specialized programs in vocational guidance may be operated in schools, vocational training centres and under-takings. They may also be organized for special groups within the population. (34)

(b) The process of assisting individuals to choose and pursue the occupations best suited to their aptitudes, skills, interests and attitudes. (32)

**VOCATIONAL TRAINING**

The systematic development of the attitudes, knowledge and skill pattern required by an individual in order to perform an employment task or tasks. (33)

**WORK STUDY**

Employment undertaken by a student as an integral part of an approved school course which is under the joint supervision of a teacher-coordinator and the employer. (32)

**WORK STUDY PROGRAMS**

Programs which provide practical experience in the chosen occupational field and which are generally organized and administered by educational institutions. (34)

**WORKSHOP**

(a) Consists of a learning situation in which the activity is concentrated in a limited period of time, as, for instance, two or three successive days. It usually has some of the characteristics of a class and of a discussion group with a variety of techniques in evidence. Workshops are frequently residential. (37)

(b) Meeting that offers opportunites for persons with a common interest or problem to meet with specialists to receive first hand knowledge and to undertake practical work. (33)

(c) The area in an educational institution where tools and machines are located and which is designed for teaching and learning the practical skills required in a program of technical and vocational education. (34)

**WORK GROUP**

Research areas relating to a specific problem are assigned to a group or groups. Findings are reported either at the end of a session or at a subsequent meeting of the group. (24)

# SOURCES

The following list of 38 references represents the sources for the definitions in this book.

Some of the sources are old, some new, some are academic works, and others are materials developed by practitioners. In all likelihood they don't always represent ideal thought, but they do represent a sound cross-section of all the disciplines that form the breeding ground for the eclectic group of educators and program designers which this material seeks to serve.

In some cases the reference to a source is done mainly for recognition of the idea. The definitions or descriptions were re-edited for style and continuity in this publication, so the material is not a direct quotation.


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(*) Source Unknown

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